

## SCESF Report on the Economic Status of the Faculty

(continued from page 3)

year to figure out how to represent the interests of this majority group.

**SCESF Recommendation:** To provide a more complete analysis of faculty salary and benefits, SCESF requests that data from the Provost's Office be expanded next year to include the academic base salary for all Standing Faculty, subject to the standard exclusion of deans and faculty members in phased retirement. SCESF again requests the PSOM Standing Faculty data to analyze along with data from every other School at Penn.

**Response:**

As noted above, SCESF would like to expand the scope of what traditionally has been its work. The SCESF should continue its work to reach an understanding with the Office of the Provost concerning the data to be made available for this report.

Academic base salary data for the majority of the Standing Faculty has been made available to the SCESF for many years. Based on fall 2019 data, there were 1,022 Standing Faculty on the CE track and 1,729 on the tenure track.<sup>7</sup> A majority of CE faculty are based in the Perelman School of Medicine where their compensation packages typically include three components: (1) a published minimum base salary for a faculty member's academic rank; (2) a base salary supplement, also called an "adjusted base salary," that is the result of highly individual arrangements to respond to specific needs; and (3) clinical income tied to patient care-related responsibilities and performance. Rigorous processes in the departments and PSOM promote internal equity and national competitiveness with respect to components (2) and (3).

<sup>7</sup> In an email from Office of the Vice Provost for Faculty received by the Faculty Senate Office on May 9, 2020, SCESF learned that the "Facts" page (<https://home.www.upenn.edu/about/facts>, accessed May 9, 2020) provides outdated Fall 2018 numbers under the heading of "Faculty (Fall 2019)." SCESF understands that the page has since been updated.

## Members of the 2019-2020 SCESF Committee

Jennifer Blouin, Wharton/Accounting  
Peter Cappelli, Wharton/Management, (Chair)  
Dennis Culhane, Social Policy and Practice  
Blanca Himes, PSOM/Biostatistics, Epidemiology, & Informatics  
Sarah Kagan, Nursing  
Iouri Manovskii, SAS/Economics

*Ex Officio:*

Kathleen Hall Jamieson, Annenberg, Faculty Senate Chair-Elect  
Steven Kimbrough, Wharton, Faculty Senate Chair  
Jennifer Pinto-Martin, Nursing, Faculty Senate Past Chair

The Committee gratefully acknowledges the additional information provided in response to SCESF requests by the Offices of the Provost, Institutional Research and Analysis, and Budget and Management Analysis.

## VII. Tables

The full report of the 2019 SCESF, including numerous Tables and the Responses from the Administration, can be found online at [https://almanac.upenn.edu/uploads/media/SCESF\\_full\\_report\\_2020.pdf](https://almanac.upenn.edu/uploads/media/SCESF_full_report_2020.pdf)

## Report of the Senate Committee on Students and Educational Policy (SCSEP)

### Background

The Committee oversees and advises the Executive Committee on matters relating to the University's policies and procedures on the admission and instruction of students, including academic integrity, admissions policies and administration, evaluation of teaching, examinations and grading, academic experiences, educational opportunities (such as study abroad), student records, disciplinary systems, and the campus environment/climate. In general, the Committee deals with the matters covered by the following section of the University's Handbook for Faculty and Academic Administrators: IV.

Campus Climate: Student Mental Health and Wellbeing have been SCSEP's focus for several years. We received a briefing from Penn's Chief Wellness Officer (CWO), Dr. Benoit Dubé (appointed July 2018) and the progress his team and he have made during his second year of building mental health and wellbeing support and access for students, including an expansion of services provided by Counseling and Psychological Services (CAPS). We inquired about ways in which we might transform what some see as a toxic campus climate to one that fosters a greater sense of community and provides a range of emotional and psychological mechanisms for building resilience and thriving at Penn without assuming a "Penn Face" as the only strategy. We were interested in examining wellness both as a serious mental illness challenge and as a multi-faceted problem with a potentially wide array of programming and educational solutions. In retrospect wellness could not have been a more appropriate focus for the committee: the year began with the death by suicide of CAPS Director Dr. Gregory Eells and ended with the campus shutdown, early move-out, and transition to remote learning by students prompted by the COVID-19 pandemic in March 2020.

### 2019-2020 SCSEP Specific Charges

1. Review and comment on issues related to the roll-out of enhanced access to behavioral wellness services.

2. Review and comment on issues related to College Houses & Academic Services (CHAS) and their roles in providing student wellness services, especially with respect to the implementation of the Second Year Experience on-campus housing requirements.

3. Review and comment on issues related to Penn Global initiatives and their role in supporting student learning, global understanding, and global engagement, as well as support provided to students while studying abroad.

These charges were modified in March 2020 to address the mechanisms newly created and already in place to support students when campus closed after spring break in response to the COVID-19 pandemic.

### Report

Addressing student mental health and wellness has been a priority for SCSEP since September 2015. SCSEP is satisfied with the University's progress toward meeting the mental health needs of Penn students, illustrated by the July 2018 appointment of Dr. Dubé as CWO, the Let's Talk informal counseling program, the expansion of CAPS, and other initiatives this year. In 2018-2019, SCSEP recommended greater faculty involvement in promoting wellbeing and a critical review of academic policies and practices that impacted student wellness. With the onset of the COVID-19 pandemic, many of these policies and practices—including mindfulness about student wellbeing, allowing for a student to elect a pass/fail grading option, urging faculty to create the best possible environment for course completion, exam scheduling, and so forth—were prioritized by Deans in communicating with faculty once learning went remote. The sheer challenge of moving instruction online revealed, in ways that might not have been obvious in regular circumstances, how challenging life and learning can be for so many of our resource-limited or "first generation, low income" (FGLI) students. How effective these recommendations were in supporting student wellbeing must be evaluated in the coming year. SCSEP should include in our evaluation two factors: the longer-term concerns of student sharing of medications and the impact of social media on heightened levels of social and classroom anxiety which were noted in our 2018-2019 report.

Our purpose this year was initially to expand our inquiry into other mechanisms that might exist, or be transformed in purpose, to enhance student wellbeing on campus. This included inquiry into a variety of new and existing campus programs: the Sachs Program for Arts Innovation

(continued on page 5)

(continued from page 4)

(SPAI); Penn Global Seminars Abroad and Global Internships and the College of Liberal and Professional Studies (LPS) Summer Abroad Program; the Your Big Idea Wellness initiative; the College House System as the frontier for student wellbeing and sense of belonging; CAPS focus on diversity, inclusion, international student challenges, and climate anxiety; and CAPS's expansive Let's Talk student drop-in counseling initiative.

Our agenda was clearly upended by the COVID-19-related campus closure: in response, recommendations from this report speak more directly to how we move forward as a committee concerned with student educational policy in the context of the ongoing pandemic. Student wellbeing and physical safety will inevitably be of primary concern when students return to campus—be it in person or remotely.

### Committee Findings and Questions

1. SPAI (founded October 2016) provides resources to students, staff, and faculty to support arts initiatives across a spectrum from securing funding to attend live theater to creating visual or digital media installations. SCSEP asked how the program evaluates the impact of the arts resources on students. We requested that SPAI report its findings to SCSEP and inquired as to whether students are encouraged to use their funding for the arts as a mechanism for individual or collective wellbeing. Could SPAI, then, create a funding line for FGLI students and work out how to make the funding more widely accessible to all students?

2. The Your Big Idea Wellness campus competition was held in spring 2019 and led to the implementation of a number of campus initiatives that all promote individual wellness: (a) Campus Walks, (b) Nature Rx as possible kind of treatment for emotional wellbeing, (c) expansion of the Penn Garden to Penn Park as a means of addressing food insecurity issues amongst Penn students and staff, and (d) Campus Conversations where faculty discuss overcoming adversities. We recommend that the Provost's office ensure these programs are better known on campus, and SCSEP is interested in how they are evaluated for impact and effectiveness.

3. Student anxiety is a growing campus health challenge. Sources of anxiety include the sense that there is growing uncertainty in student lives. Examples of uncertainty include the COVID-19 pandemic; climate change (see the interim report from the Senate Ad Hoc Committee on the Institutional Response to Climate Change, "CIRCE," in this supplement); growing wealth disparities; increased reliance on social media resulting in diminished face-to-face engagement and interpersonal skills. We know anecdotally that CAPS has observed a significant increase in anxiety among students and has developed strategies for addressing anxiety on the individual level. We need to know whether these findings are now evidence-based, and we would like to see this issue of anxiety addressed as a public health concern on our campus and as a means to improving student sense of wellbeing.

4. Penn Global programs have benefitted significantly from generous donor support, meaning that students from all income groups can study abroad, short term, in the summer, or during a regular semester. The LPS Summer Abroad program is an ongoing if smaller program. The mental health challenges of student travel are significant and perhaps not as easily interrogated (as compared to physical health) prior to departure on a study abroad experience. While there have been significant changes to evaluating a student's capacity to travel, we would like to see explicit guidelines for addressing mental health (and other) emergencies when Penn students are abroad. If a student has to return home unexpectedly, what happens to their educational program? Who decides, as in the case of a global pandemic like COVID-19, when and how a student should return to campus? We urge the University to ensure that all study abroad programs that are faculty-led programs include provisions for a staff member to travel with the faculty person to handle logistics.

5. CAPS has expanded and diversified its staff knowledge and capacity to address the breadth of Penn student challenges, but there is still a perception that CAPS cannot meet student needs. Could resources be allocated to generate a digital public health messaging program that could

include the testimonials of students who have been supported by CAPS while retaining their privacy?

*The remaining recommendations speak to the COVID-19 pandemic and its impact on students.*

The College Houses have clearly been at the forefront in responding to the COVID-19 pandemic: we are grateful to, and impressed by, the astute and generous manner in which the University, Vice Provost for Education Beth Winkelstein, CHAS Faculty Director Lisa Lewis, CHAS writ large, and the hard-working staff within the Offices of the Vice Provost for University Life, Student Intervention Services, Student Health Services, and Penn First Plus drew on and expanded the emergency procedures already in place at Penn to get students off campus and back home (or somewhere safe) to complete their semester through remote learning (including the provision of small stipends for food and internet connectivity in some cases). Students were allowed to petition to remain on campus, and some have, with expanded meal plans, individual rooms with private bathrooms, and social distancing plans implemented.

6. We use this moment of complete disruption and the move to remote learning to consider what it will mean to bring students back onto campus following the distress related to the rapid departure from campus and the quick implementation of a new way of socializing through social distancing. What will be the challenges to creating a sense of safety, of building community, to removing fear and anxiety, and constituting a supportive learning environment?

7. The University had emergency procedures in place, but in the face of COVID-19 had to implement a series of new and costly initiatives. SCSEP would welcome an internal report on how these procedures were transformed in the unprecedented context of a global pandemic.

8. SCSEP calls upon student leadership organizations, including the Undergraduate Assembly and the Student Committee on Undergraduate Education to gather and report data on the successes and challenges of the COVID-19 response from the University.

### Recommendations for 2020-2021 SCSEP

1. Collaborate with the Senate Ad Hoc Committee on Post-Pandemic Planning at Penn (P4), which was established in April 2020, on matters related to pandemic response and recovery and their effects on student wellbeing.

2. Consider any policy and procedural changes to emergency preparedness and other mechanisms implemented to support student wellbeing throughout the pandemic response.

3. Evaluate the efficacy and value added by shifting to remote learning. What will be the long-term impact on Penn of such a radical shift in medium of knowledge transmission?

4. Evaluate the impact of CHAS's pandemic response and identify ways that the Faculty Senate can provide support.

5. Examine the wider set of programs that could address and support student wellbeing (including but not limited to SPAI, faith-based initiatives, and community engagement).

### Members of the 2019-2020 SCSEP Committee

Sunday Akintoye, Dental Medicine

David Amponsah, SAS/Africana Studies

Sara Jaffee, SAS/Psychology

Ty Muhly, PSOM/Anesthesiology & Critical Care

Carol Muller, SAS/Music, *Chair*

Marilyn Schapira, PSOM/Medicine

Mindy Schuster, PSOM/Medicine

Krystal Strong, GSE

Alan Strudler, Wharton

*Ex Officio:*

Kathleen Hall Jamieson, Annenberg, Faculty Senate Chair-Elect

Steven Kimbrough, Wharton, Faculty Senate Chair

Anita Summers, Wharton, PASEF non-voting member